

Getting Ready

Montana Common Core Standards and Assessments

Announcing the adoption
and transition to

**Montana Common Core Standards
and Assessments**

by the Montana Board of Public Education
on **November 4, 2011.**



The Montana Office of Public Instruction will provide
on-going information, training and resources.

Website: <http://www.opi.mt.gov/MontanaCommonCoreStandards>



Three-minute video Explaining the Common Core Standards



Objectives

- Review resources for Stage 1-3 of the MCCS continuum
- Connections of the MLP and the MCCS
- Introduction to the Unpacking Documents

The Self-Assessment

Standards:

The **Montana Common Core Standards (MCCS) Stages of Implementation Continuum** includes six stages, which provide comprehensive resources for school districts to self-assess readiness, create action plans, and access targeted resources and processes for aligning curriculum, instruction and assessment.

www.opi.mt.gov/MontanaCommonCoreStandards

Stage 1: The Montana Early Learning Guidelines (MELG) and/or the Montana Common Core Standards (MCCS) for each grade and subject area have been thoroughly studied and are understood.	1	2	3	4	5
Stage 2: Curriculum has been aligned with the MELG and/or the MCCS.	1	2	3	4	5
Stage 2: Instructional materials are aligned with the MELG and/or the MCCS.	1	2	3	4	5
Stage 3: Assessments are aligned with curriculum and with the MELG and/or the MCCS.	1	2	3	4	5
Stage 4: Educators design, adapt and use evidence-based best practices to support effective delivery of the curriculum and assessments.	1	2	3	4	5
Stage 4: A comprehensive scope and sequence is communicated and aligned to the MELG and/or the MCCS.	1	2	3	4	5
Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.	1	2	3	4	5
Stage 5: Educators engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) alignment of curriculum and assessments.	1	2	3	4	5
Stage 6: Educators have analyzed assessment results (e.g., Smarter Balance, curriculum assessments, and independent progress monitoring assessments) and processes are established to make systematic changes based on data results.	1	2	3	4	5

Action Ideas for Standards:

The Self-Assessment

Instruction and Intervention					
Instructional materials and content are aligned to the MELG and/or the MCCS.	1	2	3	4	5
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.	1	2	3	4	5

Assessment and Data-based Decision Making					
Assessment tools and procedures align to the MELG and/or the MCCS.	1	2	3	4	5
Comprehensive assessment system includes both formative and summative assessments.	1	2	3	4	5

Professional Development					
Professional development is aligned to the MELG and/or the MCCS and is provided for staff across all content areas on explicit and systematic instruction in reading, writing, listening, and speaking.	1	2	3	4	5

Community and Family Involvement					
Parents and families are informed of literacy expectations outlined in the MELG and/or the MCCS and are updated on individual student progress towards meeting those expectations a minimum of three times per year.	1	2	3	4	5

MONTANA COMMON CORE STANDARDS
ENGLISH LANGUAGE ARTS AND LITERACY

Strands and Topics Progression	K	1	2	3	4	5	6	7	8	9-10	11-12
College and Career Readiness (CCR) Anchor Standards for Reading, Writing, Speaking, Listening, and Language											
Reading Standards: Foundational Skills <u>Topics</u> Print Concepts K-2 Phonological Awareness K-2											
Reading Standards: Foundational Skills <u>Topics</u> Phonics and Word Recognition K-5 Fluency K-5											
Reading Standards: Literature Reading Standards: Informational Text <u>Topics</u> Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity											
Writing Standards <u>Topics</u> Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing											
Speaking and Listening Standards <u>Topics</u> Comprehension and Collaboration Presentation of Knowledge and Ideas											
Language Standards <u>Topics</u> <u>Conventions of Standard English</u> Knowledge of Language Vocabulary Acquisition and Use											

MCCS Stages of Implementation Continuum

	Explore			Implement		Sustain
Stages	Stage 1 Understand MCCS	Stage 2 Align Curriculum and Instruction	Stage 3 Align Student Progress Measures	Stage 4 Implement in classrooms	Stage 5 Implement in schools and districts	Stage 6 Evaluate Assessment Data to make school-wide systematic changes
CCR	All Students Graduate College and Career Ready					
Descriptors	The Montana Common Core Standards for each grade and subject area have been thoroughly studied and are understood.	District Curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level. Educators have identified instructional materials that are coherent, consistent, and comprehensive and support effective learning of the ELA, literacy and Mathematics standards.	Educators establish measurable learning progressions and how students' understandings of ideas develop, evolve, and progress to establish measurable goals. Student assessments have been identified to measure the established goals. A foundation of understanding for formative assessment is established.	Educators design, adapt and use evidence-based best practices and guides to support effective deliver of the curriculum and assessment progress measures to support learning for all students through focused, coherent, and rigorous instruction.	Throughout the school year teachers engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) conversations to be sure that every student has multiple learning opportunities and experiences to master standards required for student success at the next grade level.	Educators evaluate data collected from interim and summative assessments. Processes are established to make systematic changes based on data results.



STAGE 1: AWARENESS AND UNDERSTANDING OF THE MCCS

The Montana Common Core Standards for each grade and subject area have been thoroughly studied and are understood.

Resources for Stage 1

[Home](#) » [Curriculum](#) » [MontCAS](#) » [MCCS](#) » [ELA](#) » Montana Common Core Standards: English Language Arts

English Language Arts ...

Stages of
Implementation:

◇ STAGE 1

◇ STAGE 2

◇ STAGE 3

◇ STAGE 4

◇ STAGE 5

◇ STAGE 6

□ Getting Started

NOTE: To find MCCS sequential planning resources, please visit [Getting Started](#).

[GO BACK](#)

Montana Common Core Standards and Assessments



STAGE 1 Understand the MCCS

STAGE 1, the Montana Common Core Standards for each grade have been thoroughly studied and are understood.

[Detailed Webinar of Stage 1](#) – 11:00

1. Self-Assessment

2. Procedures & Resources

3. Action Plan

Purpose

Essential Steps

Digging Deeper

Additional Resources

Procedures and Resources

The suggested procedures and listed resources are outlined to complete the steps for STAGE 1 as indicated in the Self-Assessment. In order to meet the needs of each district, the suggested procedures should be part of an established systems approach (e.g., one that includes professional learning communities, consistent staff meetings).



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Stages of Implementation for Montana Common Core Standards

Self-Assessment for the Montana Common Core Standards for

English Language Arts and Literacy



Stage 1: Understand MCCS				
The Montana Common Core Standards for each grade and subject area have been thoroughly studied and are understood.				
Purpose for Stage 1:	Have not Begun	Just Underway	Making Good Progress	Successfully Completed
Essential Steps for Stage 1				
1. Staff has completed the Montana Common Core Standards (MCCS) self assessment and developed an action plan based on the results.				
2. Staff is aware of the Montana Common Core Standards (MCCS).				
3. Staff has a copy of the Montana Common Core Standards (MCCS).				
Digging Deeper with Stage 1				
4. Staff has a deep understanding first 10 pages of the MCCS which include 1) Introduction, 2) Key Design Considerations, 3) Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language, 4) How to Read this Document, and 5) Key Features of the Standards.				
5. Staff is aware of the six major shifts within the MCCS.				
6. Staff is aware for the MCCS appendices for ELA and Literacy.				
7. Staff has a deep understanding of the appendices within the MCCS.				
Additional Resources for Stage 1				
Hunt Institute Videos on Common Core Standards				
Text-Dependent Questions Module- achievethecore.org				



Steps for Completing the Self-Assessment and Action Plan for the (MCCS) Montana Common Core Standards

Action Plan Template

Choose 2 or 3 activities and create an action plan for Stage 1. Cutting and pasting this document will allow you to choose the activities that best meet your needs as identified within the self-assessment. An example of a completed action plan for Stage 1 is provided at the bottom of this document.



The MCCS Action Plan		
Stage 1 Timeline: August-October		
Stage of Implementation	Focus Area	
Stage 1 Essential Step	Staff has completed the MCCS self-assessment and developed an action plan based on the results.	
What activities will be used?	Who will do this?	When will this be completed?
(1) Complete literacy self-assessment with staff and develop an action plan based on results.		
Stage of Implementation	Focus Area	
Stage 1	Staff is aware of the MCCS.	

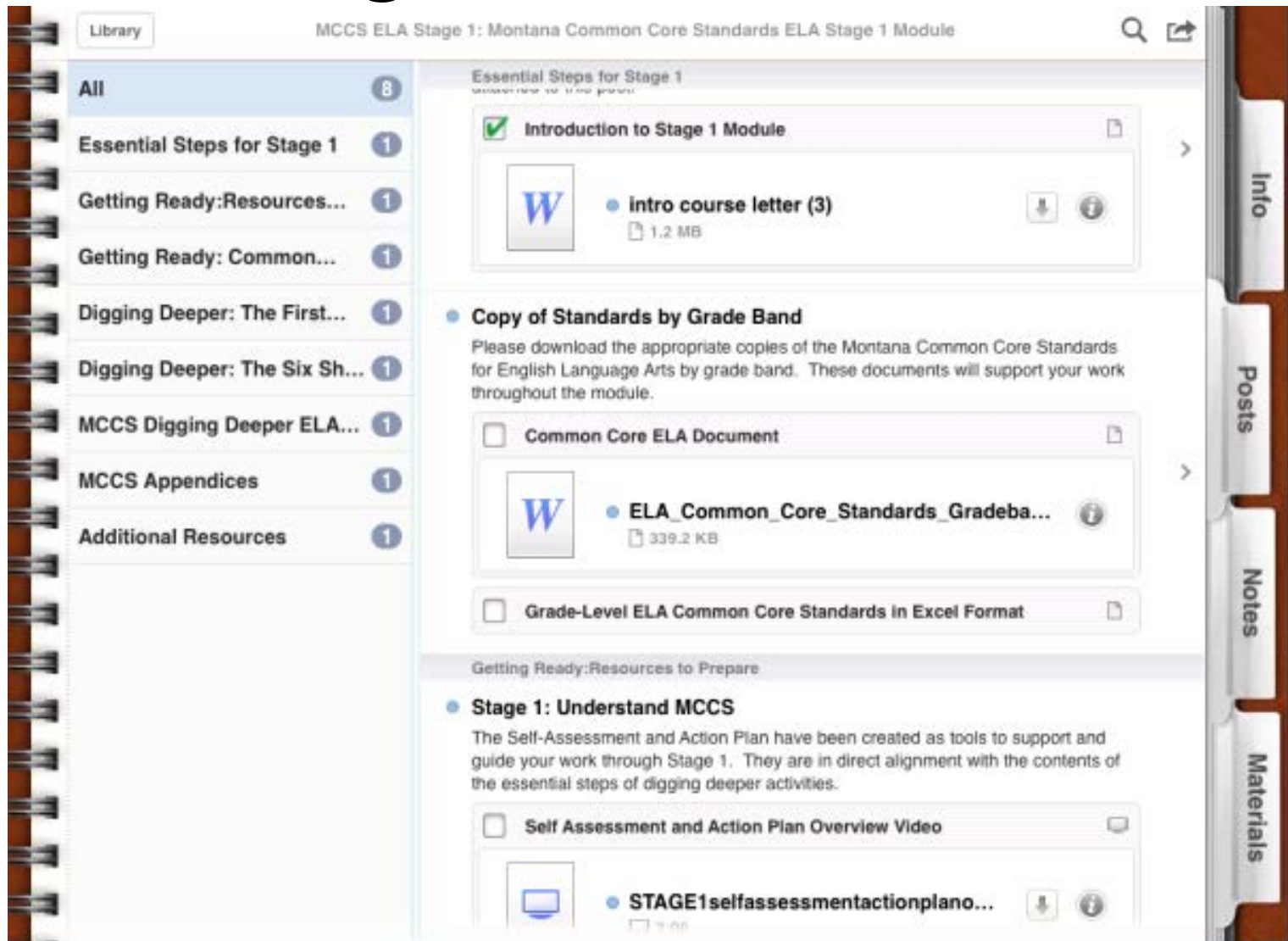
MSRP Goals and Action Plan

Stage 1

Continuous Improvement Components: Standards		
Goal: Stage 1: The Montana Early Learning Guidelines (MELG) and/or the Montana Common Core Standards (MCCS) for each grade and subject area have been thoroughly studied and are understood.		
Action Steps <ol style="list-style-type: none"> 1. Administration and staff will be guided through an overview of the MCCS via webinar and on site facilitation by OPI consultant. The Stage 1 iTunes course will be referenced as a guide to the following steps and locate resources. 2. Administration and staff will watch a 14 minutes video about the CCSS for elementary school. 3. Administration and staff will read The First Ten Pages of the MCCS and facilitate discussion. 4. Administration and staff will be introduced to the writing strand of the MCCS via webinar as well as pages 23-25 from Appendix A. 5. Administration and staff will be introduced to digging deeper activity and color code grade-level standards specific to the strand of writing. 6. Administration and staff will continue to color code reading, speaking and listening, and language strands per grade level of the MCCS. 		
Person(s) Responsible Cynthia Green- webinars, materials and resources Staff- thoroughly understand and study MCCS ELA/Literacy Standards	Resources Needed Stage 1 resources Webinars	Timeline 1. February 26, 2013 2. February 26, 2013 3. March 12, 2013 4. March 26, 2013 5. March 29, 2013 6. April 16, 2013



Stage 1 iTunes Course



STAGES 2 & 3: ALIGNING CURRICULUM AND ASSESSMENT

To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

MCCS Stages 2-3

1

- MCCS ELA Self-Assessment for Stages 2-3
- Action Plan

2

- Elementary or Secondary Alignment Module Guide
- Videos

3

- Elementary or Secondary Unpacking Documents

4

- Elementary or Secondary Gap Analysis

5

- Text-Dependent Questions
- Close Analytic Reading

6

- Basal Alignment Project

Stages of Implementation for Montana Common Core Standards

Self-Assessment for the Montana Common Core Standards for

English Language Arts and Literacy



Stage 2: Awareness and Understanding of the MCCS District curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level. Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the ELA and literacy standards.				
Purpose for Stage 2: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.	Have not Begun	Just Underway	Making Progress	Successfully Completed
Four Essential Steps for Stages 2 & 3				
Staff has reviewed or completed the MCCS ELA and Literacy Self-Assessment for Stage 2 and developed an action plan based on the results.				
Staff has viewed all seven steps of the Curriculum Alignment Module Staff has set aside sufficient time for completing the curriculum alignment module to determine the degree to which current curriculum and curriculum assessments address the concepts and skills found in the MCCS and the cognitive demands required by the MCCS.				
Staff has analyzed the unpacking documents that contain the progression of sub-skills within the MCCS and has reviewed the instructional examples provided.				
Staff has used the Gap Analysis and determined what additional evidence-based resources are needed to effectively teach the MCCS for ELA and Literacy. Creating a Gap Analysis is also part of step 2 and the alignment module. If the alignment module is completed in its entirety, this step does not need to be completed again.				
Digging Deeper with Stages 2 & 3				
Staff has reviewed the resources on creating text dependent questions.				



Steps for Completing the Self-Assessment and Action Plan for the (MCCS) Montana Common Core Standards- Stage 2

Action Plan Template

Choose 2 or 3 activities and create an action plan for Stage 2 & 3. Cutting and pasting this document will allow you to choose the activities that best meet your needs as identified within the self-assessment. An example of a completed action plan for Stage 2 & 3 is provided at the bottom of this document.

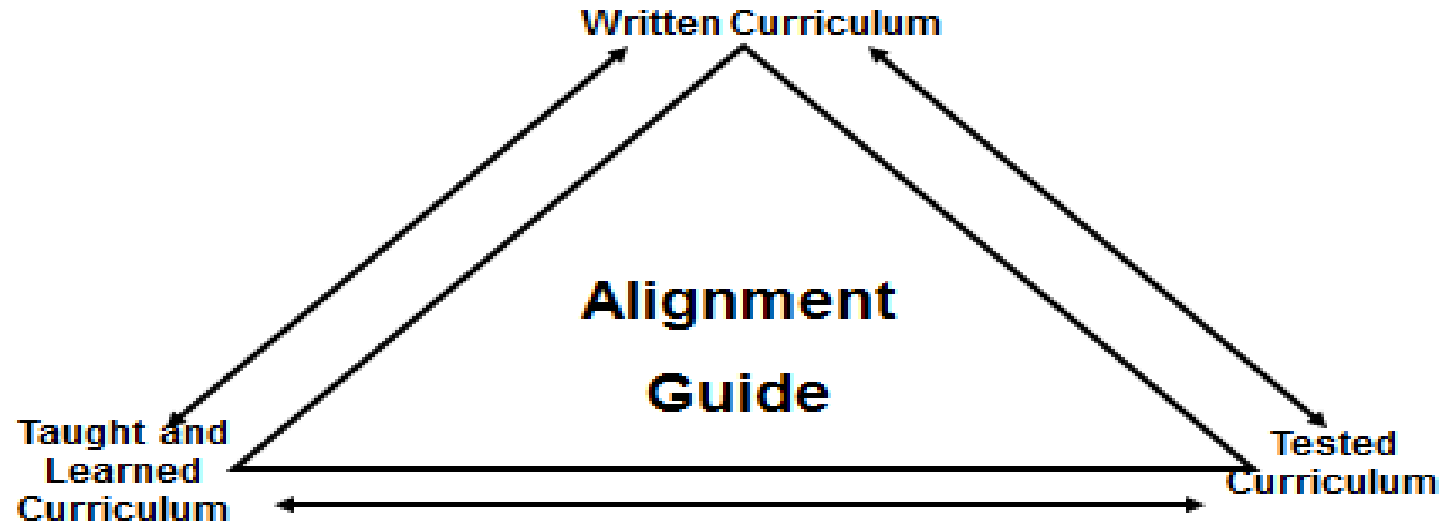


The MCCS Action Plan		
Stage 2 Timeline: January-May		
Stage of Implementation	Focus Area	
Stage 2 & 3 Essential Step 1	Staff has reviewed or completed the MCCS ELA and Literacy Self-Assessment for Stage 2 and developed an action plan based on the results.	
What activities will be used?	Who will do this?	When will this be completed?
(1) Complete literacy self-assessment with staff and develop an action plan based on results.		
Stage of Implementation	Focus Area	
Stage 2 & 3	Staff has viewed all seven steps of the Curriculum Alignment	

Stages 2-3

Simple Explanation

The Underlying Framework



Stages 2 and 3: Align Curriculum and Instruction

Alignment Module for the Montana Common Core Standards (MCCS) for English Language Arts Alignment Guide

Checklist for the Alignment Module

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.	Have Not Begun	Just Underway	Making Progress	Successfully Completed
Stage 2: Alignment Module Steps 1-6				
Step 1: Gathering Resources Participants have gathered all of the resources needed to begin Stage 2: Alignment Module.				
Step 2: Understanding the Elementary or Secondary Sample Alignment Guide Participants have reviewed the sample template and the information in each column.				
Step 3: Using an Assessment-Based Approach to Alignment Participants have reviewed assessments, determined which will be used and how it will be used. The decisions were made collaboratively and are recorded.				
Step 4: Aligning the Tested Curriculum and the Taught/Learned Curriculum Participants understand the thought processes for correlating the Tested Curriculum to the Taught/Learned Curriculum. They know how to choose essential content and selections.				
Step 5: Aligning the Tested Curriculum and the Taught/Learned Curriculum to the MCCS Participants understand the thinking processes for correlating the Tested Curriculum and the Taught/Learned Curriculum to the MCCS in an alignment guide.				
Step 6: Developing Quality, Text-Dependent Questions Participants know what text-dependent questions require and what resources to use to guide their efforts in creating text-dependent questions.				
Step 7: Beginning the Process Staff has completed the first six steps of the module and is ready to begin the process of collaboratively developing an alignment guide at the school level.				
a. Staff has completed the first quarter alignment.				
b. Staff has completed the second quarter alignment.				
c. Staff has completed the third quarter alignment.				



Elementary Sample Alignment Guide 2

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>
<u>Montana Common Core Standards: Strands</u> Reading: Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking and Listening Language	<u>Instructional Focus with Applicable Selection</u> 1) Comprehension 2) Phonics 3) Spelling 4) Fluency 5) Vocabulary 6) Writing/Grammar 7) Assessments	<u>Text-Dependent Questions</u> A text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read.
Montana Common Core Standards English Language Arts	Quarter 1 Unit 1 Literature or Informational Text? Lesson 1 (5 Days) <i>A Fine Day (20-25)</i> <u>Mastery Objectives</u>	
<u>Reading Standards for Literature</u>	1. Comprehension	
<u>Reading Standards: Foundational Skills</u> <u>Phonics and Word Recognition</u> 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	2. Phonics Day 2: Skill: identifying root words and meanings and suffixes and meanings (20P) Day 5: Skill: finding words in the story that contain root words and suffixes and identifying the meanings (20R)	
<u>Reading Standards: Foundational Skills</u>	3. Fluency	
<u>Fluency</u>		
<u>Writing</u>	4. Writing/Grammar	
<u>Language</u>		
<u>Language</u>	5. Vocabulary	
<u>Reading Standards for Literature</u> <u>Reading Standards: Foundational Skills</u> <u>Fluency</u>	6. Assessments Lesson assessment	



Stages 2-3 iTunes Course

Library MCCS_Elementary_Alignment: Elementary Montana Common Core Standards Alignment Module Stages 2-3

Item	Count
All	10
Getting Started	1
Overview for Stage 2-3 Alig...	1
Step 1: Gathering Resources	1
Step 2: Understanding the...	1
Step 3: Using an Assessme...	1
Step 4: Aligning the Tested...	1
Step 5: Aligning the Tested...	1
Step 6: Developing Quality,...	1
Step 7: Beginning the Proc...	1
Additional Information	1

Getting Started

- **Getting Started with Stages 2-3 Alignment Module**
IMPORTANT INFORMATION!
Please read the Getting Started Letter before viewing the documents and videos in the module. This letter will provide an overview of what is needed in gathering res...
- ☒ Introduction to Course Module Letter
- ☐ Alignment Guide Document
- ☐ Alignment Guide Template
- ☐ Alignment Module Power Point

Overview for Stage 2-3 Alignment Module

- **Overview**
The purpose for Stage 2-3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, ongoing process
- ☐ Elementary Alignment Guide Document
- ☐ Overview Part 1
- ☐ Overview Part 2

Step 1: Gathering Resources

- **Gathering Resources**
Step 1: Gathering Resources
Participants have gathered all of the resources needed to begin Stage 2-3 Alignment Module

MSRP Goals and Action Plan

Stages 2-3

Continuous Improvement Components: Standards		
Goal: Stage 2- Curriculum and instructional materials have been aligned with the MELG and or the MCCS.		
Action Steps <ol style="list-style-type: none"> 1. Administration and staff will take the MCCS Self-Assessment for Stages 2-3 and work on an action plan specific to creating an alignment guide. Step 1 2. Administration and staff will watch the videos for the alignment module and gather materials. The MCCS iTunes course for Stages 2-3 or OPI MCCS will be utilized for specific resources of the alignment module. The iTunes course is the preferred means of access to the content. Steps 1-3. 3. Assessments are also gathered and prepared to be studied for creating the alignment guide. 4. Administration and staff will choose which option for alignment to follow and being the work of Step 4, aligning their program, materials, and assessments to the MCCS. A decision will be made to align all strands or focus on one strand at a time for the alignment process. 5. Administration and staff will create a gap analysis based on their alignment guide. (Part of this work takes place during the work of Step 4. 6. Programs and assessments are analyzed for text-dependent questions. This is the work of column 3 and Step 6. 7. Staff is familiar with the Basal Alignment Project and uses appropriate lessons to support alignment. 		
Person(s) Responsible Consultant OPI support person Administration Leadership Team Staff	Resources Needed Stage 2 resources Basal Alignment Project	Timeline 1.

Quick Wins

CRISS

Reading: Foundational Standards

Unpacking the MCCS Document: A Progression of Sub-Skills

Reading: Foundational Standards

Grade: Kindergarten

Unpacking the MCCS Document: A Progression of Sub-Skills

	<i>Print Concepts</i>
RF.K.1	Demonstrate understanding of the organization and basic features of print.
UNPACKING THE STANDARD	<p>Students will understand basic print features. They will learn that:</p> <ul style="list-style-type: none"> books have a correct position; that print has specific directionality; and print has meaning and is made up of letters. <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Show me where to begin reading. Where do I go from there? After that? Which page do I read first? Point to the words as I read.
RF.K.1a	a. Follow words from left to right, top to bottom, and page by page.
SUB-SKILLS	<ul style="list-style-type: none"> Demonstrate an understanding of book awareness (e.g., knows the front of the book, turns pages from front to back). Differentiate between pictures and words in a book when prompted. Demonstrate an understanding of what a letter is. Demonstrate an understanding that words are made up of letters.
INSTRUCTIONAL EXAMPLES	<ul style="list-style-type: none"> Participate in big book experiences led by the teacher (e.g., teacher reads a big book pointing out features of a book and using finger to track print). Participate in shared book experiences at a teacher-led center.
RF.K.1b	b. Recognize that spoken words are represented in written language by specific sequences of letters.



Unpacking the MCCS Document: A Progression of Sub-Skills

The Standard

Unpacking the Standard

Sub-skills

Instructional Examples

Unpacking Documents

- Reading Literature
- Reading Informational
- Reading Foundational
- Language
- Writing
- Speaking and Listening

Resources

- www.opi.mt.gov/MontanaCommonCoreStandards
- www.achievethecore.org
- <http://www.commoncoreworks.org/site/default.aspx?PageID=239>

Planning Time

- Create a goal with action steps directly related to the MCCS.
- Goals are pulled from your MSRP self-assessment.

